

Drama Dept Year 10 Curriculum

Year 10 Curriculum Intent: GCSE Drama.

GCSE drama is an extension of the work completed at KS3, with an emphasis on exploring influential texts for an audience, examining the power of drama as a tool for social commentary, and analysis of the technical and design features used in theatre. The students become well versed in the specific features of key theatre practitioners and are encouraged to integrate these into their performance work.

The course is divided into 3

Component 1: Devising: In this component students respond to a range of stimulus and devise an original piece of theatre. Students are also required to produce 2000 words of coursework detailing the drama process and evaluation the theatrical outcomes.

Component 2: Scripted Performance. The students choose one play text and select two extracts to prepare for a visiting examiner either as a performer or a designer. There is the option to perform a monologue, duologue or group piece. Devising Unit.

Component 3: DNA and Live Theatre. This component assesses the students on their ability to realise a play text as a performance from the point of view of an actor, director and designer. Additionally, the students are required to attend a live performance in order to write a review in the written exam with a focus on technical elements and performance skills.

For more information about the course please see the Edexcel specification: Edexcel GCSE Drama (2016) Specification ([Edexcel GCSE Drama \(2016\) | Pearson qualifications](#))

Students will explore the themes of relationships, consequences and gangs through their study of the set text DNA. This builds on the messages of prior study such as Girls Like That and Terrible Fate of Humpty. Students will watch a live theatre production and analyse and evaluate key choices made by performers, directors and designers. This builds on the knowledge and skills practiced in KS3.

	Autumn Term	Spring Term	Summer Term
Main Topic	Devising from Stimulus – Component 1	DNA – Section A Component 3 Theatre Review Section B	Portfolio work – Component 1
Key Concepts	Identity - Understanding what makes us human helps us empathise and understand others. Audience – understanding target audience helps us deliver appropriate material and messages.	Conflict – understanding how situations escalate and become unsafe helps us to navigate difficult situations. Power – Understanding that status effects relationships and dynamics helps us to connect with characters and scenarios.	Audience – understanding target audience helps us deliver appropriate material and messages. Communication – understanding how to connect with others helps us to deliver clear narrative.
Sub Topic	Stage choices, blocking and theatre design	War, Politics, Love, Relationships, Conflict, Loss, Gangs, Morality, Hierarchy, Status, Crime, Identity.	Response to stimulus, evaluation and analysis of ideas
Curriculum links	Terrible Fate/ Beginnings/ The Mission/	Beginnings/ Beauty/ Mission/ Becka’s story/ Silent Movies/ Red Shoes/ Cluedo/ Verbatim	Beginnings/ Beauty/ Mission/ Solo story/ Silent movie/ Red Shoes/ Murder Mystery/ Devising
Cross-curricular links	RS - morals and ethics. What it is to be human. Nature/ nurture debate. Life Curriculum – Bullying/ gangs/ exploitation Music – diegetic and non-diegetic sound D&T/ construction – set building, costume, lighting Art – Theatre design	English – creative writing/ conscious stream of writing/ speaking and listening Dance – Frantic assembly and physical theatre RS – current affairs	Dance – portfolio response English – close analysis of text/ ideas. RS – gathering of audience voice and responding to feedback

	Maths – lighting angles and effects History – Social, political and cultural context of play					
Interleaving of concepts	Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of others.		Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance.		Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance.	
Literacy	Close text analysis.		Creative writing in response to stimulus.		Documenting ideas and extended writing explaining the devising process.	
Numeracy	Angles of lights and their impact. Proxemics, stage spacing, shape and positioning to create meaning. Strategic and formulaic approach to exam and how to gain the marks. Timing and technique in exam.		Working in chorus and unison – keeping time.		Word counts are very specific. Meeting specific exam board word count per question.	
Cultural capital	Conflict, environment, society, social hierarchy, WW2 and war.		Women's rights, war, refugees, society, gender pay gap, sexuality, politics.		Theatrical form, style and genre	
Assessment	KMP1: DNA monologue performance. KMP2: 9 mark Lighting Question	KMP 3: Costume 14 mark question KMP 4: 12 mark question	KMP 5:..Mock performance KMP 6: Question 1, and 3 portfolio.	KMP 6:..Actual performance	KMP 7: Mock Portfolio	KMP 8: Portfolio first draft